

FEEDBACK FOR PROFESSIONAL DEVELOPMENT PLANNING: THE ROLE OF THE COUNTY PROFESSIONAL DEVELOPMENT BOARD

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Questions to Guide Today's Learning

- What are the County Board logistics?
- What is the role of the county professional development board (CPDB)?
- What are the elements of district and school professional development planning that impact student learning the County Board will be looking for in the plans?
- How does the county board rubric assist the county board in providing feedback?
- What does effective feedback look like?

County Office

The County Office under the direction of the Executive County Superintendent (ex-officio CPDB member) will:

- Ensure that the CPDB has all 15 members (contact constituent groups and send requests for appointments and reappoints to the Commissioner)
- Work with the CPDB chair to set agendas and meeting dates
- Provide plans and materials for the approval work

County Board Members

- 7 active teachers recommended by the County EA
- 2 college representatives (at least one from the county college)
- 2 district administrators recommended by the County Administrator group – principal, assistant principal, superintendent
- 2 school board members recommended from the county group
- 2 members of the general public – one from a non-public entity

County Board Members

- ❑ Initial member term: 2 years
- ❑ Members may be reappointed (reappointments sent to Commissioner) to 3 additional terms
- ❑ Members whose status changes must resign from the board
- ❑ Charter schools should have proportional representation

Roles of the County Board

- Be leaders and learners of learning.
- Be leaders for collaboration and high quality professional development
- Be change leaders that focus on enhancing growth opportunities for effective teaching
- Be knowledgeable about the PD planning process
- Meet regularly as a learning community
- Review and approve district plans
- Provide feedback that fosters growth in planning and implementing professional development

A Paradigm Shift

What distinguishes plans that produce the results we seek and those that get filed when the development work is complete?

Our experience has taught us that the process begins with **ambitious goal setting that leads to new ways of thinking.**



Hirsh and Killion, *The Learning Educator*, 2007

Planning for compliance

Or

**Planning for meaningful and
actionable implementation**

Effective Professional Development : A Definition

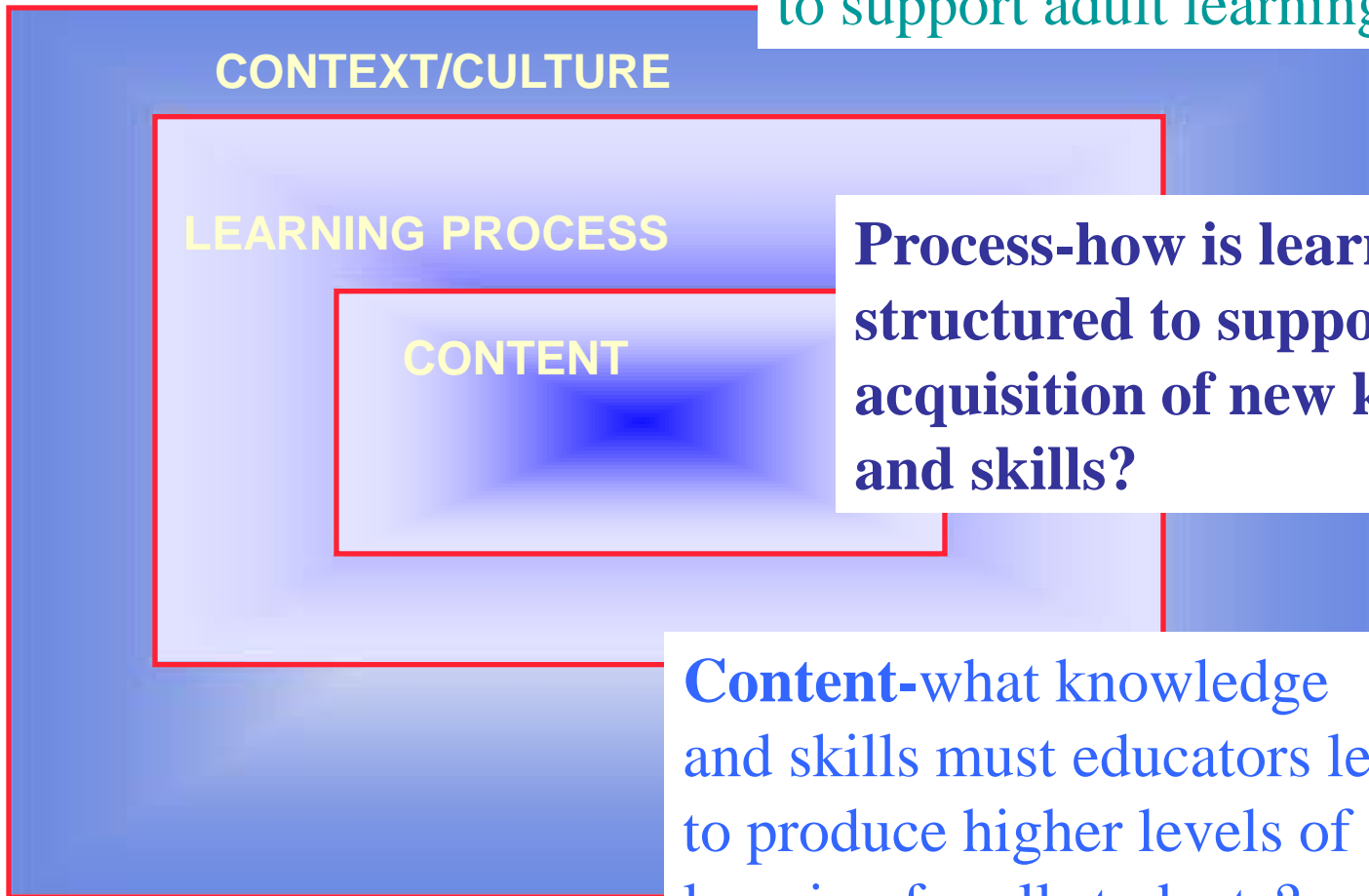
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- ❑ Focused on specific curriculum content and pedagogy
- ❑ Collegial design
- ❑ Intensive, sustained and continuous models
- ❑ Linked to formative and summative data on student learning
- ❑ Supported by coaching, modeling, feedback
- ❑ Connected to the work of school-based teams
- ❑ Integrated into policy and reform

(Jaquith, Mindich, Wei, Darling – Hammond, 2010)

Standards-Based

Context- how is the organization structured to support adult learning?



Process-how is learning structured to support adult acquisition of new knowledge and skills?

Content-what knowledge and skills must educators learn to produce higher levels of learning for all students?

**TEAM
LEARNING:
Professional
Development
Standards**

**CONTENT
EQUITY
QUALITY TEACHING
FAMILY INVOLVEMENT**

***Professional
development that
improves the
learning of all
students.....***

**PROCESS
DATA DRIVEN
EVALUATION
RESEARCH-BASED
DESIGN
LEARNING
COLLABORATION**

**CONTEXT
LEARNING COMMUNITIES
LEADERSHIP
RESOURCES**

Nuts and Bolts: To Consider

- All public and charter schools in New Jersey create a school plan.
 - **Districts of one school will do the school level plan.**
- Schools submit a one-page summary (Section G) to LPDC WITH their school plan. Only the school summaries are attached to the district plan.
- **One-school districts** submit a **school plan** only.
- This is not yet a multi-year plan.

Nuts and Bolts: To Consider

- ❑ Old planning templates used in the past are not acceptable. (2000-2009 templates)
- ❑ The checklist is no longer for county board use.
- ❑ It was encouraged that this year's plan be done on the existing plan template (2009-2010). Some districts may have created a new plan (2010-2012).
- ❑ The school summaries attached to district plans are not approved by the CPDB. They are used to understand the district makeup.
- ❑ LPDC and SPDC plans mirror each other.
- ❑ Updates are on the website –
 - ❑ www.nj.gov/education/profdev/pd/teacher

Planning:

The Basic Questions

- What do we want to achieve with the plan?
- What is important for staff members to learn so they are better prepared to support students?
- How will the school/district plan support the learning of teachers to support students?
- How can we create and use collaborative professional learning structures that get results?
- Where are we on the continuum of creating these structures?
 - ▣ Beginning
 - ▣ Developing
 - ▣ Sustaining

County Board Approval

2011-2012

- The plan should show evidence of building on the first year of implementation.
- Look for sustainability and capacity building.
- Look for collaborative opportunities that build collective responsibility and promote a depth of implementation rather than lists of PD activities that are not sustained and in which there is no follow-up.
- The focus: Reflection, forward movement, evaluation

First Steps and First Meeting

1. Read the School and District Professional Development Plan Guidance ([nj.gov/education/profdev/pd/teacher.](http://nj.gov/education/profdev/pd/teacher))
2. Read the County Rubric.
3. Review the Professional Development Standards and the rationales (access at www.learningforward.org).
4. Discuss priorities for reviewing plans based on the timelines and expectations for review and approval.
5. Discuss tips for providing reflective feedback.

Planning: The Guidance

- **Overview of Planning Process – the Guidance Documents and Templates**
 - **School Guidance**
 - **District Guidance**
 - **Narrative for Plan Elements**
 - **Tools for Plan Elements**
 - **Questions to Guide Thinking and Action**
 - **Checklist for Submission - not to be used by County Board**
- **Profile sheets and sign-off sheets**
- **County Board Rubric**
- **County Board Feedback Sheet**
- **Guidance memo**

Timeline

- April 15, 2011 – district plans due to the County Office
- April – June 2011 – County Board readings of district plan
- June 30, 2011 – Plans due back to districts with appropriate feedback
- Summer 2011 – Plans needing revision worked on in districts
- September 2011 – final approvals for districts needing revisions

County Board Rubric: Guiding Growth

- Each element of the plan will be reviewed. Use the designated feedback section in the County Board Rubric Review Form.
- When reviewing, consider district/school narrative for the element **as a whole**.
- Identify where the district falls on the rubric for the element:
 - ▣ **Needs Revision:** you must provide feedback on how to move to Acceptable and request district reconsideration of that element
 - ▣ **Acceptable:** you may wish to provide feedback to begin the move to Target.
 - ▣ **Target:** you may wish to make a commendation.

Feedback Should

- Be clear and specific
- Avoid judgmental statements
- Stimulate reflection that leads to deeper implementation
- Help create a paradigm shift
- Move thinking from reaction to reflection
- Respect the district's current implementation level on the continuum while promoting effective action planning
- Affect learning outcomes – goal oriented

Rate: Needs Revision, Acceptable or Target

***If rated “needs revision” feedback is required**

Reading the Plans

- Divide the plans – school plans, district plans.
- Know each district before providing feedback—where is the district in development or implementation of collaborative structures and what progress do they intend to make?
- Read an entire section before using the rubric. They may have done a narrative or they may have answered question by question.
- Summaries of each school plan are attached to district plans—use a common strategy to read the summaries in order to better understand the district context. School level plans are not approved by county boards.
- The questions and the rubric are the guidelines. In fairness to districts, stay true to the rubric and the questions. The rubric reflects the overall intent of the questions in each element of the plan.

Reflection

successes, challenges, connections, impact

- ▶ **What professional development opportunities would you leverage or enhance? How will you build on previous planning?**
- ▶ **What challenges emerged that need attention?**
- ▶ **Has professional development impacted teacher practices or student learning? How?**
- ▶ **How have you ensured that professional development aligns to district goals and improves teacher practices?**

Possible Evidence

- Discussion of past district plan evaluations and identification of previous successful professional development
- Identification of attributes of successful professional learning that impact student learning.
 - Staff surveys or focus groups at faculty meetings - Tool 1.1 activity and anonymous survey; Tool 3.1 – collaboration; Standards Assessment Inventory (NSDC), other surveys
 - Survey analysis of priorities
- Identification of challenges/barriers to collaboration.
 - Culture – Tool 5.1 (audit)
 - Time – Tool 7.2
 - Data use – Tools 9.1 and 9.2
 - Resistance
 - Contract negotiations
 - Funding

Needs Assessment

**student achievement definition,
Connection of adult learning needs to student learning needs
Sources of evidence for adult learning needs**

- What is the definition of student achievement? What were the common elements that emerged from school definitions of student achievement? How will the district support those elements?**
- What does the data describe as key priorities for professional development?**
- What are the learning needs of educators connected to the data?**

Possible Evidence

- ❑ School definitions of student achievement
- ❑ Staff surveys on effective professional learning and analysis of results (surveys and full results are not required)
- ❑ Staff or other stakeholder surveys on professional learning needs aligned to student learning priorities
- ❑ SAI – or other PD Assessment Inventories

Professional Development Goals

**alignment of student learning goals
to professional development/learning goals**

- What are the district's/school's learning goals?**
- What are the district's/ school's professional development goals? (SMART goals)**
- How do the student learning goals and professional development goals align?**

Possible Evidence

- Discussion of how the plan connects to key priorities and other plans in the district and school
- A data discussion
- Professional learning goals clearly connected to student learning goals
- Identification of possible benchmarks for professional learning goals.
- Possible use SMART goals to guide PD planning (shifting districts to this)
 - Specific, Measurable, Attainable, Results-Driven, Time-Bound

District Student Learning/ PD Goal

This year we will narrow the achievement gap for students in math and literacy in all sub-populations by 5%.

Through training and coaching in cultural competency teachers will develop math and literacy lessons that use appropriate strategies to engage all learners.

School Student Learning/PD Goal

Narrow the achievement gap for all students in math and literacy by 6%

Teacher teams will design units and lessons using Marrzano's instructional strategies as a basis for engaging lessons.

Team PD Goals

The fifth grade team will focus on identifying essential skills in math, incorporating common instructional strategies within lessons, monitoring student success through 2 common formative assessments each marking period

The English Department will identify essential learnings for each course, identify groups of students needing extra help on a weekly basis, and share & implement differentiated instructional strategies.

Professional Development Opportunities

structures, processes, and design of learning opportunities

- What are the processes and structures for professional development that will be created for sustained learning? What venues will be used?
- What key curriculum areas will be supported in the plan?
- What designs/protocols will teams use to process information and to make effective decisions?
- What partnerships might be made to enhance our system of professional development?
- How have we connected our professional development to our district priorities and initiatives?

Possible Evidence

- Identification of activities for individuals, groups, teams
- Identification of key partnerships – colleges, organizations, consultants
- Identification of plan communication and professional learning communication
- Identification of structures, designs and processes for professional learning within schools and across the district.
 - Structures: faculty meetings, networks, team configurations, online courses or listservs, classroom visitations, coaching, study groups, virtual learning
 - Designs: protocols for work, identifying team purpose
 - Processes: identifying expertise, creating documentation for teams, leadership for learning

Professional Development Resources

Sufficiency of resources targeted to professional development priorities

- What resources will support professional learning?
 - ▣ Time
 - ▣ Staff expertise
 - ▣ Materials
 - ▣ Funding – Title I and Title II, district
 - ▣ Professional opportunities – conferences, networks, academies
 - ▣ Consultants, partnerships
- How will leadership support the district in making a shift to collaborative, job-embedded professional learning?

Possible Evidence

- Time is considered an important aspect of the professional development program or the district is showing a commitment to finding solutions to time.
- Partnerships and communication with the association, the school board, parent groups, and the community are evident.
- Funding exists for priority activities and structures that support the learning goals within and outside the school.
- Leadership assists in allocating resources.

Finding Time

□ Transform the use of time.

- Common planning time
- Faculty meetings
- Professional development days/half days
- Pair teachers across grade levels
- Hire floating subs
- Banking time

□ Assist teams in planning for time.

- Identify expectations for teams (protocols, agendas, documentation, sharing)
- Assist in setting team priorities
- Train teams in the use of processes and protocols for the work

Evaluation

monitoring procedures and strategies, collection of evidence, analysis of evidence, reflection and revision

- What knowledge and skills do the data suggest educators should learn and what evidence will be collected that show staff is acquiring new skills?
- What data need to be collected to show the impact professional development has on student learning?
- What evidence should we collect demonstrating that collaboration is occurring?
- How will the school or district collect the needed evidence for refining and revising the professional development plan?
 - ▣ Surveys
 - ▣ Focus groups
 - ▣ Team meeting documentation or products

Gathering the Information

Consider the following questions:

- What evidence will you be looking for?
 - ▣ How leadership supports collaboration
 - ▣ Teacher conversations
 - ▣ Teacher practices
 - ▣ Student behaviors
 - ▣ Student achievement
- What are our data sources for monitoring the plan?

Planning Should: County Board Look-Fors

Does the plan show evidence that will

- ❑ Show alignment to state, district, and school goals?**
- ❑ Provide appropriate data/evidence to inform professional development decisions?**
 - ❑ Standardized, district, school test scores**
 - ❑ School and student demographics**
 - ❑ Professional development surveys and evals**
 - ❑ Teacher observations, walkthroughs**

Planning Should: County Board Look-Fors

Does the plan show evidence that will

- Sustain and connect important initiatives and programs within the school?**
 - New curriculum based on NJCCS**
 - Other plans (CAPA, Technology, Character Ed, School Improvement, Strategic Plans, etc.)**
 - 21st Century Skills**
 - HS transformation**
- Engage educators in meaningful adult learning activities?**

Planning Should: County Board Look-Fors

Does the plan show evidence that will

- ☐ **Support educators in getting results for students – academic, social, and emotional development based on targeted goals?**
 - ☐ **Develop a common language on student achievement, involve parents and community, communicate progress?**
- ☐ **Engage educators in meaningful adult learning activities several times a week?**
- ☐ **Build the capacity of educators to improve practice?**
- ☐ **Collect evidence of impact?**

Starter Stems

- **When deciding to ... consider criteria such as...**
- **Make connections between the PLC principle of (insert) and the ideas in this section...**
- **To prioritize your strategies consider ...**
- **Seek additional input on the question of ...**
- **Does the plan allow for ... at district level or at school level ...**
- **Suggest LPDC revisit school summaries ... and think about ...**
- **Encourage more collaboration between ...**
- **Can there be greater balance between “tight and loose” implementation in the section ...**

Resources on Collaborative Professional Learning

- **A Common Language**
- **NJ Professional Development Standards**
- **Updated Professional Standards for Teachers**
- **Guidance for Moving into The Five-year Cycle**
- **Timeline for Submission of Plans**
- **Webinars** on collaborative professional learning and evaluation of planning process
- **NJDOE memos to school districts**

Download documents above plus more resources:

www.nj.gov/education/profdev/pd/teacher

Questions:

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